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I

PHYSICAL EDUCATION

FROM THE STANDPOINT OF "ADJUSTMENT"

There are many angles from which one may approach the task of demonstrating the place of physical education in the general educative program. The methods employed by the numerous apologists of physical education in their efforts to impress educators and the general public with the importance of their subject have been conditioned, in the main, by their conception of the "aims" of education.

Thus we have the Greeks with their underlying concept of harmony and beauty defending exercises of skill and endurance because of their usefulness in the attainment of aesthetic aims. Later we find Locke and his followers of the disciplinary school advocating physical training as a sort of "hardening process"—a part of a rigorous course of sprouts for the inculcating of moral and physical vigor. Rosseau and the naturalists, on the other hand, believed that through physical activities we must develop that healthy, natural foundation without which all striving for the so-called higher values is futile. If we follow a step further the historical trend in the development of aims and ideals we find the next outstanding group of innovators—Pestalozzi, Herbart, Froebel—and other leaders of the psychological movement advocating it as a part of the general process of unfoldment—in other words as a means of "self-expression." And so we should find, were we to analyse the tenets of all the great leaders in education, that the "training" or the "development" or the "education" of the body has been conceived as an essential part of all the systems. There is not space, however, in such a paper as this for such an analysis, nor would it be interesting to any except a student of the history of physical training.

Let us come at once, then, to the contemporary period, for it is with a contemporary problem that we are concerned. Even here we are confronted with a variety of ultimate educational aims, and hence with an equal variety of concepts concerning the role of physical education in the attainment of those aims. To pass with mere mention such names as Herbert Spencer, Father John Ling, Gutsmith, Dio Lewis, Stanley Hall, J. M. Tyler, Luther Gulick, and Theodore Roosevelt is indeed to ride rough shod, but, as we have already stated, this is not a historical treatise.

It is my purpose to select from among the contemporary leaders in the field of education the one man whose conception of the aim of education seems, without question, to lend greater force to the movement for physical education than does that of any other outstanding educational leader, namely, Professor M. V. O'Shea.

I have no quarrel with those who defend physical education as a form of discipline, or for its aesthetic value, or as a form of therapeutics even. Much may be said from these points of view, and indeed it is extremely useful to have a problem of such magnitude attacked from different angles. If we, as teachers, would regard the efforts of other groups as merely auxiliary to, or even coordinate with our own, there would be no occasion for a further attempt to justify the incorporation of physical education in the general educational program. It too often happens, however, that even our most intelligent and competent teachers are quite willing to hand the whole problem of the conservation and improvement of health and the training of the body over to anybody who will accept the responsibility. The physical training teacher in our secondary schools quite frequently finds his efforts greeted by the majority of his associates either with the coldest indifference or with outright antagonism. The feeling that this sort of thing is well enough for the athletic trainer or the circus performer is still too common. I am not speaking now of responsible authorities. In this quarter we find well-nigh universal ac-

ceptance, but the best intentioned officials are powerless without the intelligent and enthusiastic co-operation of the class teacher. But how is this to be secured? This is the problem which confronts those who are held responsible for the successful operation of programs of physical education, and this group includes the entire administrative and supervisory staff, from the commissioner down to the county or municipal supervisor, together with the principals or other administrative heads of institutions, and their directors of physical training and health activities.

I believe the remedy is to place more emphasis in the training of the class teacher upon this fundamental problem: How can educational practise be modified so as to more adequately provide for the conservation and improvement of the biologic foundation of life? It is with genuine conviction that most teachers shun health problems. There has been little in their training to create an active interest in the elemental, conditioning factors of life. Too many earnest souls have been turned loose on an unsuspecting public with no better preparation for their calling than a smattering of faculty psychology and the disciplinary theory. Once they have been shown clearly and concretely just how the program of physical training and health guidance co-ordinates in a workable manner with some satisfactory definition of education, I believe there will be little difficulty in enlisting their full co-operation.

It would be interesting at this point, no doubt, to analyse some of the well-known modern aims of education to the end that the reader might understand more clearly the process by which the "adjustment" aim has been selected for our purpose. It will suffice, however, merely to touch very briefly upon the relation of this particular conception of education to the general educational thought of the time.

The statement of the aim of education as "adjustment" has been familiarly used by educationists throughout the contemporary period. Nicholas Murray Butler speaking in 1896 said: "If education cannot be identified with mere instruction, what is it? I answer, it must mean a gradual adjustment to the spiritual possessions of the race" (11:17.) Horne writing in 1903 defines education as "the eternal process of superior adjustment of the physically and mentally developed, free, conscious, human being to God, as manifested in the intellectual, emotional, and volitional environment of man" (36:285). Judd in his '*Genetic Psychology for Teachers*' takes a view somewhat similar to that of O'Shea. (See, for example, Chapter V.) He constantly employs such phrases as "adaptation to environment" and "the doctrine" or "the principle of adaptation." But none has worked out the theory so clearly or in so much detail as has Professor O'Shea.

He did this for the public in general in his *Education as Adjustment,* published in 1903. The material, however, had been given to his classes as lectures for several years previous. Reudiger, speaking of the adjustment aim says: "While the definition of education as adjustment to life is very general, as a brief definition of so large a subject as education necessarily must be, it nevertheless includes just the essential points. It is broad enough to embrace all stages and varieties of education, and views the subject from the scientific viewpoint, which is one of the strongest points in its favor. . . It removes education from the realm of philosophical and theological opinion and other partial views, and places it on the same dignified footing as medicine and engineering and other callings based upon the sciences."

To be sure one can scarcely claim for any particular definition a scope and application broad enough to meet with universal acceptance in a period marked by its diversity. The modern tendency, if anything, must be characterized as eclectic. Yet it is interesting to note how near the adjustment aim comes to including even the wide variation of aims among modern educators, which for convenience we characterize as eclectic.

Now, since the character of the adjustment aim has up to this point merely been implied, it will be well, before proceeding further, to agree upon something more definite and precise as a definition. Stated from the biological viewpoint it is the adjustment of the individual to the life in which he is to participate. "Environment" might be substituted for the word "life," but not without a change in meaning which seems to be unwarranted. The term "environment" is usually accepted as having objective reference only, where "life," in addition to the purely ob-

jective factors, includes those subjective aspects of existence with which education must deal. Reudiger, interpreting the adjustment aim, says that "to educate a person means to adjust him to those elements of his environment that are of concern in modern life, and to develop, organize, and train his powers so that he may make efficient and proper use of them." Here we have very clearly a recognition of both the objective and subjective aspects of the educative problem.

To discuss in all its bearings and implications the significance of adjustment would be to go far outside the field of physical education. Though there is no clear-cut line of demarcation between the psychological and physiological aspect of life, we must, for very obvious practical reasons, select a particular phase of the general program which we shall agree to call the field of physical education. Stated broadly, then, we can define physical education as that aspect of the educative scheme which has for its aim the physical or organic adjustment of the individual to his environment. Though our program will take cognizance of certain subjective factors, it will be observed that the term "environment" is here employed in preference to "life" for the purpose of narrowing somewhat the scope of our discussion, and also because it renders more simple the task of elucidation.

Throughout the world of living things, wherever we find them existing in the state of nature, adjustment, or—to use the biologist's term—adaptation, plays an important role in the scheme of organic evolution. Animals, in general, are well adapted to their environment. Failing adaptation, we witness everywhere evidences of the rapid extinction of species. It is only those species which succeed in adapting themselves to their environment that survive the ravages of relentless nature. One becomes so familiar with examples of this that an enumeration of instances seems superfluous. Protective coloration is one of the best examples. Witness the plumage of birds, the changing color of the hare, the white of the polar bear, and the stripes of the zebra. We are told of the numerous examples of mistaking the insect called "walking-stick" for a twig, only to be horrified by having it move in the hand. The grouse is mottled to resemble the foliage of its habitat; and so on throughout the list.

Now what is true of the body as a whole is true also of its parts. Every organ is fashioned to perform the function to which it has been accustomed through the long period of the evolution of the species. In the case of the human organs they are adapted to the conditions to which the organism has been habituated throughout the major part of its period of phylogenetic development. Let us see what these conditions have been.

To be sure, we know little of the conditions which have fashioned our bodies until a comparatively recent period. The conditions during aeons preceding the period of recorded history are enshrouded in the mysteries of geological theory. We have ample evidence, however, that they were crude, extremely simple, and rigorous beyond description. The diet was coarse and bulky, and the pursuits by which our primitive ancestors gained their simple portions required qualities of mind and body which we have long since discarded for gentler arts. Doubtless they were qualities requiring great strength and endurance combined with forms of muscular skill and co-ordination developed to a point of perfection unknown during the modern period. Thus we have developed a musculature comprising 48% of the body weight, and out of all proportion to our present needs. This huge mass of muscle tissue at one time functioned in performing the crude feats of strength and endurance necessitated by the relentless struggle for existence and the arduous pursuit and capture of the means of subsistence. We have also inherited an intestinal tract some twenty-eight feet in length. It is as long as that of the largest herbivera—the horse, cow, and sheep. Such a digestive equipment could have been adapted only to a very coarse, bulky, herbivorous diet. Then, too, we have a circulatory system which could have developed only in response to a demand for much more ample and rapid oxidation than we experience to-day. Our respiratory organs are more than adequate for our present needs.

During the period antedating civilization the environmental changes were sufficiently gradual to permit of the necessary adaptive changes on the part of the organism. Nature, apparently, was able to synchronize the the changes of the organism with the con-

comitant adaptive modifications of the environment. This state of synchronization, so to speak, obtained up to the dawn of civilization. The recently acquired ability of man to modify environment artificially marks the beginning of that maladjustment between organism and environment which is responsible for a host of human disabilities and ailments. At the point where man begins artificially to modify his environment perfect synchronization ceases. During the period of civilization environmental changes have been wrought with such rapidity that nature has been unable to make the necessary adaptive changes in the organism.

Let us observe more closely a few examples of this failure in adaptation. Take for example the large, bulky, powerful musculature of the human body. Under the conditions which constitute the environment of large masses of human beings there is no adequate function for such a structure. The consequence is a degree of flabby tonelessness that constitutes a serious menace to the general health of the individual. Or consider the long and over-ample digestive tracts, requiring for healthful functioning large masses of relatively coarse, bulky food. The inadequate demands made upon it by our modern dietaries indicate a degree of stagnation and general intestinal inactivity which imperils the health of the entire organism. General practitioners in medicine tell us that fifty per cent of the common ills for which they are summoned have their origin in a partial clogging of the intestinal tract—in other words, constipation. To cite one more example from the many which would suggest themselves at once to the physician, let us consider the respiratory tract. Here too we have the same discrepancy between structure and function. It is a well-known fact that we use in ordinary breathing only slightly more than half of our lung space. It requires forced activity to bring into play the very considerable unused air spaces. These unused areas furnish culture media for the tubercular bacillus. It would be misleading, obviously, to state that tuberculosis is invariably traceable to respiratory inactivity, but it is nevertheless an important factor. If we add to these examples the effects of housing congestion, factory conditions, the speeding-up process in industry and business with its accompanying strain on the nervous system and neglect of the organic basis of life, we have a situation which bodes ill for the organic welfare of the race. Practically all of the much-talked-of disabilities discovered by the draft board examiners are of this same group of maladjustment defects. The various types of orthopedic defects, the impairments of vision,the cardiac disorders, and abnormalities in the weight-height ratio, are all clearly traceable to failure in the adaptive process of the organism.

Now we begin to see more clearly the significance of our caption, "Physical Education from the Standpoint of Adjustment." Many of the disabilities enumerated must, to be sure, be assigned for treatment to the practitioner of preventive medicine. Quite as many, however, and all to some degree, fall within the province of physical education. To the degree that physical education can correct or relieve these conditions it must be accorded a place in our program of adjustment. Since we may no longer depend upon the blind natural forces of adaptation and selection for the conservation and improvement of life, it behooves us to seek by what means we may consciously and intelligently supplement, or even supplant, the agencies which by our ingenuity we have so completely interrupted. The question we must ask ourselves is: to what extent can a comprehensive program of physical education be employed as an instrument of adjustment? As a first step in answering our question we must again define the scope and legitimate aims of this important aspect of education.

Physical education, properly speaking, includes not only the adequate means for the muscular and organic development of the body, but also the imparting of definite information pertaining to health and disease, and their determining factors. We must also include practical measures for the prevention and removal of remedial defects. Hence we may define it as that aspect of the general problem of education which has for its aim the proper discipline and the normal muscular and organic development of the human body through muscular exercise and the imparting of adequate knowledge of the principles and habits of health. Translated into a practical school program, this would include:

1. Daily inspection for the detection of infections or other remediable defects.

2. Brief (about 2 minutes) periodic calisthenic drills given by the class teacher for the purpose of restoring somatic tone and for relieving visceral humoral stasis.

3. Systematic instruction in the principles of personal and community hygiene. Here we should include such knowledge and practise of diet, exercise, rest, bathing, etc., as would go far to correct the muscular and organic aspects of maladjustment.

4. At least one school period daily devoted to systematic disciplinary and body building work under competent direction in the gymnasium.

5. A comprehensive program of competitive, recreative activities in which all pupils should be required to participate.

6. Periodic health examinations with accurate records of defects and adequate measures for "follow up" and correction.

Many of our states have already passed laws providing for a portion or all of the measures outlined. Still others are hastening to follow their example. New York State, for example, provides by law for the following:

A. Daily morning hygiene inspection—performed by the class or section teacher with reporting of defects to the physical training teacher or the school nurse.

B. Two-minute drill—given four times during the day by the class teacher at the beginning of stated periods.

C. Instruction in hygiene of not less than two fifteen-minute periods per week. This is given by physical training teachers, biology teachers, or regular class teachers.

D. Formal gymnastic instruction of not less than two thirty-minute periods per week given by physical training teachers. This instruction could be given, if necessary, by adequately trained class teachers.

E. Not less than three periods of supervised recreation.

This program includes all of that outlined above except the periodic physical examination and shows how much of such a scheme may be carried out by the class teacher.

To treat adequately the relation to health and general scholarship of such easily discoverable and remediable defects as enlarged and defective tonsils, adenoids, dental and oral defects, defective vision, hearing, posture, etc., would require more space than is here allotted, and such a task would be unnecessary since the literature on the subject is already voluminous. Then, too, the purpose of this paper is not so much to provide a program or to supply detailed, technical information as it is to sketch the relation of physical education to the general educative plan. It is designed primarily to convince the skeptical and to stimulate the indifferent rather than to guide the practitioner. To recapitulate, education has well-nigh universally been concerned with some concept of bodily development.

There have been periods of reaction, usually marked by their asceticism, during which the body has been deliberately neglected.

Even during periods when physical education has been emphasized, it has often been imperfectly co-ordinated with the general plan.

This failure definitely to relate the training of the body and the conservation of health to the general scheme has led too frequently to its repudiation by the teaching staff.

Consequently, since the classic period, it has been championed by a relatively small group of zealots who have been compelled to struggle for recognition against the inertia or prejudice of their associates.

Beginning with the present generation it has been generally accepted by our educational leaders as an important phase of the educational program.

The teaching profession in general, however, has maintained a reactionary attitude. It has been either indifferent or frankly antagonistic.

The remedy for this attitude is to provide in the education of the teacher for a more thorough training in the fundamental biological aspects of life, and to show more clearly how physical education fits into some acceptable aim of general education.

The latter is provided by the adjustment aim.

Though the method of procedure must be supplied by the specially trained professional expert, much of the practical work of a com-

prehensive physical education program can be carried out by the class teacher.

The hearty and cheerful acceptance of responsibility by the teacher for this important phase of the child's training is necessary to the realization of any complete scheme of preparation for life.

T. BRUCE KIRKPATRICK

II

TEACHING AGRICULTURE IN THE RURAL SCHOOL

In arranging one's course of study for agriculture in our rural schools, there are many important things for the teacher to consider. In the first place, it should be borne clearly in mind that the course of study prescribed by the State Board of Education is merely suggestive, for it is absolutely impossible for any one to prepare an outline course of study suitable to each one of our one hundred different counties, having as many different types of farming as we have in Virginia. For the same reason, because of our diversified agricultural conditions, no textbook can be expected to meet all of our demands. Usually part of the textbook should be omitted. This should be supplemented with bulletins prepared by the United States Department of Agriculture, Washington, D. C., State Board of Agriculture, Richmond, Va., and Virginia Polytechnic Institute, Blacksburg, Va.

Before making any attempt to arrange a course of study for a school, it is imperative that the teacher should know the type of farming followed in that particular community, as well as the whole county, the important animals, crops, plant diseases, and serious insect pests of the community. This information may be obtained by a survey of the community in question, by referring to the United States Census, or more easily by consulting the County Agent. Taking Rockingham County as a whole, the important animals are draft horses, dairy cattle, beef cattle, poultry, sheep, hogs, and the honey bee. The important crops are corn, including corn for grain and silage, wheat, and the minor cereals, pasture, alfalfa, hay, legumes, fruits and vegetables. From an economic standpoint, the important plant diseases are: wheat scab, bunt smut of wheat, loose smut of wheat, root rot of corn, bitter rot of apples, scab of apples, cedar rust of apples, root rot, blight and canker of apples, violent root rot of alfalfa, black rot of grape, black knot and brown rot of plum, brown rot of peach, peach scab and peach curl, potato scab and blight, tomato blight, root rot of cabbage and corn smut. The important insect pests are coddling moth, curculio, Hessian fly, San Jose scale, eel worm, or nematode disease of wheat, Colorado potato beetle, and aphides, or plant lice. The foregoing list by no means includes all of our plant diseases and insect pests, but it embraces the most important from an economic standpoint. All the most serious of these pests, including the diseases of wheat and corn, have been mounted by the students of Bridgewater Agricultural High School for illustrative purposes in class work. Teachers desiring to become familiar with these plant diseases are welcome to visit this school. A recent survey of the state by the Extension Division of V. P. I. reveals the alarming fact that Virginia lost ten per cent. of her wheat crop last year because of the above-mentioned wheat diseases. The percentage of loss in Rockingham County was even greater than in the state at large. Using the state percentage of loss as a basis of our calculation, we find that Rockingham County last year sustained a loss of nearly three hundred thousand dollars due to wheat diseases alone.

After the teacher decides definitely what he expects to teach, the next important step is to arrange the material constituting the course of study according to seasonal sequence.

Preparation of the land and seeding cereals should be the first thing to be taught in the fall, as this work is being done on the farm when school opens. Just before corn is ready to cut is the time to select seed corn from the field. There is always a field of corn near the schoolhouse; hence the selection of seed corn in the field should be given as a field trip about this time. The writer has yet to find a farmer in Rockingham County not willing to co-operate in instruction of scientific agriculture. Yet before taking a

class to visit a farm, one should always obtain permission of the owner. Usually it is more convenient to study crops during the fall and spring, as it is much easier to procure illustrative material for visual instruction at those seasons of the year. The study of animals, animal products, and soils may be pursued very well during the winter, as the latter should be studied almost entirely in the laboratory and field. Grafting is done in the spring soon after the leaves first begin to appear. If it is not practical to take the class to an orchard, a few fresh apple branches which the orchardist has just removed may be brought into the class room where each pupil is given a chance to show his skill.

Alvine Dille, Specialist in Agricultural Education of the U. S. Bureau of Education, gives great emphasis to visual instruction:

"Teachers do well to remember the interest of their pupils in tangible things and in processes in which action is involved. If this is kept in mind teachers will be appreciative of the value of illustrative material in arousing interest and will develop discrimination in its selection and use. There are few teachers who may not profitably give more time to visualizing their instruction through wise selection of illustrative material."

As it is not always convenient to use material when fresh, it will be found very useful to mount some of the plant diseases previously referred to. The pupils will not find it difficult to make these inexpensive mounts during laboratory period on referring to Farmers' Bulletin 586 of U. S. Department of Agriculture. Samples of fertilizers, feeds, seeds of farm crops, and weeds may be procured locally without cost. A few inexpensive charts and maps will be very convenient and helpful. Several ten-ear samples of seed corn, the varieties used in the neighborhood, should be provided for judging purposes during the winter. Boys will be interested in testing seed corn for neighbors, as laboratory work. At the same time this broadens the school's sphere of usefulness, which should not be overlooked by the thoughtful teacher.

It is very important that the teacher should cultivate the importance of the County Agent's work. This may be accomplished to some extent by encouraging pupils to join the County Agent's Clubs, which are of inestimable value in developing the rural boy. The teacher may reciprocate the services of the County Agent in club work by attending the meetings of the local Farmers' Club and trying to build it up. Occasionally the Farmers' Club should be invited to meet at the school house, where it is entertained by the school literary society. In this way the membership of the club, which should consist of all the farmers of the community and their wives, is increased. A two-fold object is accomplished; the school becomes a center of extension education, thus increasing its sphere of service and at the same time developing the interest of the patrons in the school. The present marked interest in agricultural education and improvement of rural life offers to the school an opportunity to begin a reorganization which will change the direction of its efforts to give it new vitality as a rural institution. The accomplishment of such a result will establish the school as an important rural social institution and will be of much more importance than the mere introduction of agriculture as a subject of study.

The following books and bulletins will be of great help to agricultural teachers having very little equipment for laboratory: Cubberley's Rural Life and Education; Butterfield's Rural Progress; One Hundred Experiments in Elementary Agriculture, by Riley Johnson, Cal. State Normal, Chico, Cal.; Bulletin 16 of State Department of Agriculture, Richmond, Va.; Lyon's Soils, Macmillan Company; Farmers' Bulletin 1041, U.S. Department of Agriculture, Washington, D. C.

The laboratory equipment need not cost over ten dollars. Some teachers may find it difficult to give instruction in technical agriculture, but any teacher can follow the foregoing suggestions given for extension education.

J. M. McCLUNG

A HUNDRED?

"Every one knows that the educational and amusement value of good motion pictures is a hundred times greater than that of good books. But it is also true that a bad motion picture is a hundred times more harmful than a bad book."—William Sheafe Chase, D. D.

III

HOW IT ALL CAME ABOUT

"Wouldn't you children like to write something together so you can see how you've grown in composition writing this year?" was asked the 8A class some weeks ago.

Thirty pairs of eyes straightway looked interested, and one boy asked, "What's the idea?"

"The idea is that this class ought to be able to compose something worth-while," was the answer.

Their first suggestion was that they should write a composite story for the school paper, but the fact that the next number of the school paper would be the senior number made this impracticable. By means of questions and suggestions the class was finally brought face to face with the idea of writing a play.

After some discussion of this plan they decided to try it. Then the question arose, what shall we write? After talking over several suggestions given by pupils, they decided to plan the play on the idea of a more ideal America of tomorrow.

When the play was fairly well outlined they worked out the first scene. A puzzled, troubled Columbia there must be, and somebody to lend a helping hand. So the Spirit of Help was named and her attendant Spirits. Finally, in answer to the question, whom can this Spirit summon to fill some present-day needs? they selected the following: Spirits of Home, Music, Play, Health, Fair Play, Civic Pride, and Simplicity.

In this manner the whole play was worked out. By a bit of questioning the children were led to plan it all.

The first scene was given as the regular piece of composition that first week. The papers were given back, no one getting his own, and the pupils asked to give each an estimate of its worth. All papers graded A were then read, and any others the pupils thought worth while. After much discussion the parts for the first scene were selected. To show how critical the class was in this work, the combined work of three pupils was chosen for one of Columbia's speeches.

This method was used for all the scenes, and the class was much interested to see what per cent was really having a part in the composition. "Eight pupils wrote that scene. That's pretty good," remarked one girl.

"Whom shall we have for the different characters?" was the next question. To save time the class appointed a committee to make the selections, with the understanding the class must approve. This was done without friction, and the pupils set to work learning their parts.

As the work progressed and the class felt it might be of interest to outsiders, they decided to ask the President of the Normal School to let them give it in the auditorium The president of the class interviewed him and received a cordial invitation to give the pageant at the chapel hour. This pleased the children very much and they worked hard so their audience would not be disappointed. It was given before a large part of the student body.

This scheme of work gave an opportunity for highly motivated composition. From the moment the pupils considered their work as a possibility for a public performance they worked with an earnestness never before seen among them.

It gave opportunity for the development of initiative. Pupils that had never expressed a pronounced opinion in the classroom talked freely and pointedly, giving helpful suggestions. One girl in particular that had been a decided nonentity proved to be one of the best general critics in the group.

The situation gave an opportunity for expression of individuality. No child in the room could have so expressed the spirit of play as the curly-headed girl chosen; no one could have made quite so attractive a Columbia as the gentle though dignified president of the class.

The pride in the work as a group production was interesting. The children felt a wholesome pride in "our work, our class." The individual for the time was lost.

"It must be a success," one girl said enthusiastically.

This is the second article in the series "Making the Most of the School Entertainment," which was introduced under this title last month. Others will appear from time to time.—Editor.

No amount of criticizing from the teacher could have sharpened the pupils' critical faculties as this kind of work did. They criticised each other unmercifully though kindly, rejecting, selecting, with the business-like air of a newly-installed editor.

Perhaps no one point in training children means more than to organize material. Out of a mass of unrelated material, the finished product came,—and during the process the class received valuable ideas of organization.

Righteously school children often feel that school does not deal enough with the happenings of the outside world. There could be no complaint here. The questions discussed by the class in doing this work are the questions before numbers of our most thoughtful men and women to-day.

They enjoyed doing the work—enjoyed writing it, rehearsing it, giving it. How de we know that some day some member or members of this class may not do such a thing as a piece of recreation?

The thought that runs through the pageant is good citizenship. Is it not safe to say that sub-consciously, perhaps, some of the points that make a good citizen are more firmly embedded in the children's minds because they have done this piece of composition?

The love of wholesome play must be kept alive at all hazards. And this kind of school exercise tends to keep alive that spirit that is one of the safeguards of the American people.

The pupils were made to feel that the responsibility rested upon them, and they responded with the keenest interest. They are stronger and better equipped to help themselves because of the experience. The most significant fact about it all is: *they did it themselves, to the smallest detail.*

One member of the class arranged the program, and the pupils wrote them. This furnished a situation for motivated interest in form and handwriting. No time outside of school time was used. Nothing was done not in accord with regular class work in English.

If you, O over-worked teacher of English, have been conducting your class work along the lines of hum-drum routine, try "the play way," and you will be convinced that it is comparatively easy and a very interesting means of accomplishing ends that otherwise require a great deal of hard, dull work.

AMERICA OF TOMORROW

Act 1, Scene 1

Columbia's Home

Scene 2

Same as Scene 1

Act 2, Scene 1

A Public Auditorium

Act 1, Scene 1

(COLUMBIA *advances from right and walks up and down slowly. In a troubled voice she speaks*:)

The past of America has been so wonderful, so full of promise, that it is with eager yearning for the future I see the fretful fevers and uncertainties of our life to-day. What can I do to keep up our excellent standards? What can my people do to retain the old homespirit? We must keep our children's health and make them want better living conditions and better education. All this discontent between employers and the working men must be stopped. Oh, it is too much, I cannot solve these problems alone. . . .

I know what I will do. I will call my Spirit of Help.

(*Advancing to left*)

Oh, Spirit of Help, I need you.

(*Enter* SPIRIT OF HELP)

Columbia, I am here. Since I have the power to know what you are thinking, probably I can help you with the America of Tomorrow. I have some Spirits who will gladly do all they can to help you. I shall now summon the Spirit of Home.

(*Enter* SPIRIT OF HOME)

O Help, I come in answer to your call. Columbia, I am the Spirit of Home. The first thing that must be done is to improve the homes. They must be made more attractive so people will stay in them more and not go away for pleasures. Many rich children seldom see their parents because they're in the care of servants from morning till night. The homes must be improved, O Columbia.

COLUMBIA: Thank you, kind Spirit.

HELP: And now I shall summon the Spirit of Music.

(*Enter girl playing softly on violin*)

I, Columbia, am the Spirit of Music. I should be found in every American home. There are people in this country who have never heard good music, therefore have been cheated out of one of the best entertainments of life.

HELP: Next, Columbia, my Spirit of Play.

PLAY: I am the Spirit of Play. You know the saying, "All work and no play makes Jack a dull boy." So we must give a part of our time to play; we must have strong bodies as well as strong minds. Parks and play grounds must be provided. They're just as important as books and study periods.

COLUMBIA: Your suggestion is very helpful, Joyous Spirit.

HELP: The Spirit of Health.

HEALTH: I am the Spirit of Health. America needs strong men and women in peace as well as war. We must stop crowding our tenement houses of the cities where children are put like so many sheep. We must stop rent-profiteering and have Health Boards and visiting nurses that we may have sanitary homes and schools.

COLUMBIA: No better thought than yours has been given.

HELP: Fair Play comes now.

SPIRIT OF FAIR PLAY: I am the Spirit of Fair Play. I have had many opportunities to see the people over all this broad land. And now, Columbia, I come to tell you the fault I find people guilty of everywhere. They all struggle against each other with no thought of square dealing—all for gain. Our people must learn to put honor and fair dealing before personal gain.

HELP: One of my favorite Spirits—Civic Pride.

SPIRIT OF CIVIC PRIDE: I, O Columbia, am the Spirit of Civic Pride. The American people have sadly neglected beautifying their communities. Yards and trees can be made beautiful by planting trees and flowers. Factories should not be built near a residential section. No country has more natural beauty. Let's do all we can to add to it.

COLUMBIA: Well spoken, Spirit.

HELP: Last, but not least important—my Spirit of Simplicity.

SPIRIT OF SIMPLICITY: I am the Spirit of Simplicity. America needs to return to a more simple life—simple, wholesome, well-cooked food,—simple, well-built, comfortable homes—more simplicity in the clothes we wear. The rich are setting a bad example by their extravagance. They waste enough to make the poor comfortable and happy. The children of this generation must work for the simple life.

COLUMBIA: We must have time to think over all these things and decide what is best to do.

(*Spirits pass back of Columbia and seat themselves on cushions, some to right, some to left.*)

Act 1, Scene 2

(COLUMBIA *advances from right;* SPIRIT OF HELP *from the left.*)

COLUMBIA: You have heard what these Spirits have said. What do you suggest, kind Spirit?

HELP: I suggest we have a meeting of the citizens and tell them what the Spirits have told us, and let them decide what is best to do.

COLUMBIA: Whom shall we have?

HELP: The children first of all.

COLUMBIA: By all means. They are the citizens of to-morrow.

HELP: Then naturally come the mothers. So much for the home. We must have the professional people and those who represent our government.

COLUMBIA: I thank you, kind Spirit. You may call the meeting, while I make ready.

Act 2, Scene 1

COLUMBIA: Dear citizens and fellow-countrymen: We have called this meeting that you may know our hopes, our plans, and our ambitions for a finer, larger and broader America. If we can have your co-operation in carrying out the suggestion just made, our country will emerge victorious, pledged to ideals of justice and law.

THE MOTHER: I speak for the mothers of this land. The mothers have a most vital

part in making this country better. We promise to spend more time with our children and strive to make our homes approach the ideal.

THE LEGISLATOR: The people have to abide by the laws we make. Therefore I, the lawmaker, promise to make only clean, strong, and just laws.

THE DOCTOR: I, the doctor, speak for my profession. We will try to prevent disease. Prevention is better than cure. We will urge the building of hospitals and sanitoriums, asylums and homes for the cure and care of the afflicted.

THE VOTER: I represent the voters of America. That America may grow into a greater nation, her people must vote for principle and not for party. I pledge myself to follow this law of voting.

THE TEACHER: I, the teacher, will endeavor to teach the children that education does not mean books only; but to make America what it should be, we must train the head, the heart, the hand.

A SPEAKER FOR CHILDHOOD: I stand for the childhood of America. I pledge to do everything in my power to help Columbia and the Spirits to make our country better and to bring it up to a higher standard.

(*Toasts given by Citizens*:)

Here's to America of To-Morrow!

To America: May she live for justice, freedom and peace for all. May she be Light and Liberty for the World!

Here's to a better, cleaner, purer, stronger, healthier America!

A toast from the children! America, we're behind you ten million strong!

Here's to the America of to-morrow! May she be all that great country should be!

COLUMBIA: Is there a toast we all can give?

(*All in unison, standing at attention*—)

Here's to America of To-Morrow!

(*All sing "America" as curtain slowly falls.*)

CARRIE M. DUNGAN

Cleveland schools expect to receive $12,000,000 for building and operating expenses next year.

IV

VOICES IN DREAMLAND

[Youth is a rich dreamland, and song makes life happier and sweeter—perhaps younger too—for normal people of all ages. For years past the Normal School Glee Club has annually added much to the brightness and sweetness of life at Blue-Stone Hill. One of the admiring friends of the said Glee Club is Dr. Wayland. He recently tried to express some of the appreciation that the whole community feels toward our sweet singers by writing a song and a melody and dedicating them to the Glee Club. Miss Shaeffer and Miss Hoffman supplied the necessary harmony, and the Club has sung the new song already on two public occasions. Here are the words. In time, it may be, the music will be published also.]

A whisper in dreamland—it wakes me at dawn—
Its message is "Sing! O sing!"
And morning tunes voices on hilltop and lawn,
Their chorus is "Sing! O sing!"
And so in my heart this sweet message of joy
Keeps ringing the whole day long.
My soul would give answer without alloy—
My soul giveth answer in song.

I sing of the warblers among the trees,
I sing of the red caroon;
I sing of the flowers that scent the breeze,
I sing of the witching moon.
I sing of the mountains where shepherd bells ring,
I sing of the billowing sea;
But ever and ever, whenever I sing,
I sing, O my love, of thee!

The mountains give echoes of horn and of bell,
The winds play a wild harmony,
And distant old ocean, in unceasing swell,
Joins full in the symphony.
My voice in the chorus may never be heard,
My best song no honor may bring,
But e'er I'll keep singing, my heart's in my word,
I love you, and therefore I sing.

JOHN W. WAYLAND

V

NEWS OF SOME OF VIRGINIA'S HIGH SCHOOLS

Commencement exercises marking the close of a most successful year of the HARRISONBURG CITY SCHOOLS, began with the baccalaureate service Sunday, May 23,at the Methodist Church. Rev. Dr. H. M. Canter, the pastor, spoke on "Playing the Game." Thursday, May 27, Class Day was held in Assembly Hall, when there were numbers by the Glee Club, and the class prophecy, class diagnosis, and class picture, and a play which took its name from the class motto: "Non Palma Sine Labore."

Friday evening's program included, in addition to an address on "Creative Unrest" by Professor A. M. Dobie, of the University of Virginia, the salutatory by Emily Bryan Zirkle, an essay, "Some Legends Concerning Massanutten Mountain," by Mary Pasco Conrad, an oration, "What We Can Do in the Fight Against Bolshevism," by George William Hess, and the valedictory by Daniel Orville Dechert, Jr.

There were twenty-five graduates in the class of 1920, sixteen of whom are girls. The award of diplomas to these graduates was made by W. H. Keister, Superintendent of city schools in Harrisonburg.

JARRAT, Sussex county, enjoys an accredited high school, of which W. O. Tune is the principal. Just now there is considerable discussion in the community of the need of a new school building, and the spirit of the community is such that the "felt need" is likely to develop into an actuality.

THE LINVILLE-EDOM consolidated school will next year become an accredited high school. The principal is L. S. Fletcher, a graduate of the Virginia Polytechnic Institute. There were four young ladies this year who had completd the three-year course of study.

EDINBURG, an accredited high school, under the principalship of M. C. Hollingsworth, is doing superior work. The people of the entire community are interested in higher education, and a number of the school's graduates are now attending colleges and universities. There were four graduates at Edinburg in June.

EAGLE ROCK HIGH SCHOOL, with six graduates, is doing splendid work in Botetourt county. Miss Charlotte Persinger is the principal. Practically all of the graduates of 1920 will go on to higher institutions next fall.

At MCDOWELL, Highland County, there is now agitation for improved high school facilities and a four-year accredited high school. Six students this year completed the three-years work. The principal is Miss Jones.

BOYCE AGRICULTURAL HIGH SCHOOL, under the principalship of M. A. Smith, celebrated its commencement exercises the evening of June 1. There were five girls and four boys in the graduating class, and the patrons of the school are very happy over the excellent things being accomplished by the school.

JOHN MARSHALL HIGH SCHOOL, Richmond, honored its sons who lost their lives in the Great War by unveiling a bronze memorial tablet on the morning of May 31. The ceremonies included an address by John Stewart Bryan, of Richmond, and a poem, "Filii Fideles," by the genial principal of John Marshall, James C. Harwood. The poem follows:

FILII FIDELES

Furled are the flags and the rifles stacked;
Hushed is the cannon's roar;
The fleet is home and the transport docked,
And the war drums beat no more.

"Count me my sons, if the army's home,
And see that you miss not one.
Five times a hundred, I sent them forth.
What have my brave lads done?"

"Alma Mater, the lists are checked;
You may hear with a mother's pride
That they kept the faith in that distant land,
As they did at thy patient side.

"They are home again—but, alas, not all:
Some sleep where the sward is green,
One rests in the deep. And the tally shows,
Alma Mater, we've lost sixteen!"

"Write me their names on a tablet, then,
And place where all may see.
Let it say they died for a sacred cause—
That the whole world might be free."

"Mother, 'tis done; and we oft shall come
And stand with uncovered head,
Inspired for the tasks that are ours to do
By the deeds of thy sainted dead."

THE VIRGINIA TEACHER

Published monthly by the State Normal School for Women at Harrisonburg, Virginia.

Application for entrance as second-class matter has been made at the postoffice at Harrisonburg, Virginia, under the Act of July 16, 1894.

James C. Johnston, Editor
Henry A. Converse, Manager

VI

EDUCATIONAL COMMENT

PRAISE FOR THE VIRGINIA EDUCATION COMMISSION

Writing in the *Journal of Educational Research* for May its editor, Professor B. R. Buckingham, director of the Bureau of Educational Research, University of Illinois, gives high praise to the report of the Virginia Education Commission and its survey staff. He commends it as "an example of good method in reporting. The main body of tabular material is thrown into the back of the volume; this device adds to the readability of the report.

"The survey has not failed to provide for adequate financial support for the public school system as it would be constituted if these recommendations were enacted into a law. We should not know where to turn to find a clearer statement of how to determine and provide the amount of money needed to operate a good school system. . . ."

Mr. Buckingham finds the chapter entitled "The Results of Instruction Measured" wholly inadequate and comments on what he calls "the rather curious, not to say crotchety, selection of tests," but he considers the rest of the report unusually effective. "It 'gets across.' Unless we are much mistaken, a large proportion of the commission's program will be enacted into law—this, of course, unless politics plays an unusually powerful role. The price of $10,000 may well prove infinitesimal compared with the advantages."

RECRUITING TEACHERS IN NEW JERSEY

The following letter was drafted at the request of C. N. Kendall, Commissioner of Education of New Jersey, by a committee from the three normal schools of that state, and was sent to the girls of the high schools of New Jersey:

You are needed. Your country calls you, as it called its young men two years ago. To keep democracy safe, we must have a "second line of defense"—not in the trenches, but in the schoolhouses. Ignorance may conquer where the enemy failed.

If you have longed for something big and fine to do, join the most powerful army in the world—the army of those who lead the children of the people. One teacher has a thousand times more power to make her country better than has one voter.

What will be your reward?

1. You will be doing something worth while. You will be as truly an artist as one who paints pictures or writes verse.

2. John, Tony, Mike, Mary, Fanchette, Alice, and Isadore will love you and you will love them. No reward can be greater.

3. You will not be in a blind alley occupation, but in a profession where there is opportunity for growth. There is always room for originality and a chance for advancement in teaching. There is always a better position somewhere ahead and always a reward for ability.

4. Many teachers marry. This is one reason why so many new ones are needed. When you marry, your training as a teacher will help to make you a good wife and mother and neighbor.

5. The public, which has just begun to discover how valuable teachers are, will pay you a better salary than most business men can afford to pay. Teachers' salaries have risen rapidly and are still rising.

USING POSTERS TO RECRUIT TEACHERS

The Commonwealth of Massachusetts, with its ten state normal schools, has made liberal use of posters in its efforts to recruit teachers. One of these posters contains the legend, "Why Not Teach?" and succinctly asks, "What other vocation offers you free training, assured position, increasing salary, intellectual growth, and the greatest opportunity for service?"

IN A FAR COUNTRY

The Alabama State Board of Education also made use of posters in its drive for financial support of the schools of the state. Seeing in the under-assessment evil the danger of school-starvation, an appeal was made for more conscientious property assessments: "One Alabama schoolroom in every three had either no teacher or a poor teacher this year! Next year threatens to be even worse! Alabama's children are the victims. The remedy? Fair salaries.—Is your $3,500 residence on the tax books at $1,000? Is your $1,000 automobile on the tax books at $250? Is your $40 farm land on the tax books at $15?—For the sake of the children give your property at a fair valuation."

MISSISSIPPI TAKING THE LEAD

W. L. Bond, State Superintendent of Schools of Mississippi, says that Mississippi will next year lead the Southern States in the matter of teachers' salaries. "From all parts of the state come encouraging reports of increases in the salaries of superintendents, principals, and teachers. Many superintendents will be paid from $3,600 to $4,000 next year. Many schools are more than doubling salaries of grade teachers."

A WHO'S WHO AND WHY IN EDUCATION

The following announcement comes from the Institute of Public Service, along with the statement that listing in this "Who's Who" is to be absolutely without charge:

Believing that it is timely and desirable to issue a Who's Who and Why in After-War Education, the Institute for Public Service has undertaken the compilation of such a record.

In this publication no one will be included for services prior to the World War or for mere position, prestige, prominence, preferment, popularity, personality, pull, politics, salary, wealth, connections, or promise. No one will be excluded for youth, inexperience, obscurity, sex, or narrow opportunity, if he or she has made a definite contribution to education in his or her particular environment. Anyone is eligible who helps education step on and up, uncovers a fallacy, breaks a benumbing tradition, improves the opportunity of students. For example: a governor who called a state conference on educational needs or vetoed an injurious bill; an editor who aroused his town or county to extend "learning by doing"; a superintendent or trustee who secured salary increases for teachers while letting teachers teach school, or who radically improved school reporting; a principal who substituted helping for nagging supervision, or organized school credit for out-of-school work; a teacher who wrote or demonstrated a new syllabus or proved specially effective in recruiting teachers.

The object of this book is to furnish program work, civic organizations, boards of education, superintendents, teachers, with a record of actual accomplishments in the educational field.

Suggestions are invited as to standards, names, dangers, ways of increasing helpfulness. Record blanks will be sent by the Institute for Public Service, 423 W. 120 St., New York City.

SOME OPPORTUNITIES FOR THE AMBITIOUS

A prize of $500 is offered by the Central Council for Nursing Education for the best play of three of four acts by an American author, based upon incidents in the life of Florence Nightingale. This competition closes September 1, 1920. Information may be obtained by writing to the Nightingale Centennial Committee, 156 Fifth Avenue, New York City.

A $1,000 fellowship is offered by the Child Health Organization of America which provides for one year at Teachers College, Columbia University, for the study of modern health education in the elementary schools, and will be awarded for the best graded plan and outline for interesting children in the establishment of health habits. Details will be furnished upon application to the Child Health Organization of America, 156 Fifth Avenue, New York City.

BETTER SCHOOLS THROUGH CONSOLIDATION

Larger opportunity for students, a better grade of teachers enjoying greater professional advantages, a bigger service to the state—these are a few of the results of school consolidation. The movement to replace a number of small schools with adequate financial support by a consolidated school serving

a larger community has made its greatest strides in the Middle West, and the popularity of the movement is illustrated in Iowa. In this state there were 17 consolidated schools in 1912; 178 in 1916; and 340 in February, 1920. During March and April additional consolidated schools were reported at the rate of one a day.

N. E. A. AT ATLANTIC CITY NEXT FEBRUARY

Because it was found impossible to make satisfactory arrangements for a meeting in Washington, D. C., the next meeting of the Department of Superintendence, National Educational Association, will be held in Atlantic City, beginning February 28 and ending at noon March 3, according to the announcement of President Calvin N. Kendall. This arrangement will make possible attendance upon the inauguration ceremonies in Washington on March 4. C. T. L.

VII

GLEANINGS FROM CURRENT MAGAZINES.

TEACHING PSYCHOLOGY VIA LIFE

In *The Educational Review* for May, Helen E. Purcell of New York City describes the successful work of a class in psychology which illustrates the possibility of linking closely with personal experience and observation of every-day life the study of this sometimes abstruse subject. The methods included observation by pupils of the origin and development of their own habits; of the habit-fixing exercises in the training school; of their own will-power, especially as connected with failures; and of their methods of study; also tests were given to detect eye-mindedness, motor-mindedness, etc., in each other and in the school children. In every case these observations were compared with the principles laid down in the textbook. The psychology of the parent who comes to 'see about' his child, and the psychology of the teacher who meets this parent were also included. The psychology of the great war with its far-reaching effects was an opportunity not neglected; and altogether this experiment proved rich in practical returns.

THE TEACHER CRISIS

The May issue of *Education* is given over to reports of addresses made at an educational convention held at Worcester, Mass. These addresses present various aspects of the threatening dangers resulting from the shortage of teachers, and the even greater danger from the inferior quality of many who are taking the places of those teachers who have exchanged their profession for mere occupations.

Superintendents of state and city schools, presidents of normal schools, a director of a university School of Education,and a member of the United States Bureau of Education, expressed their views of the situation and suggested ways of relieving it. The editorial commenting on these contains this warning: "We think that the agitation has become too narrow and mercenary, and is in danger of defeating its own ends by seeming to place the chief emphasis on the material side and to measure the worth of teaching in dollars and cents exclusively."

SETTING BOOKS IN MOTION

The highly efficient system of more or less transient libraries built up by the American Library Association for the army and the navy during the war has impressed upon the minds of librarians the necessity and the possibility of setting loose upon the country at large the mighty force contained in a collection of books—the stored mind of the world—which if rightly placed and activated might blast its way through the stubborn world of ignorance. Wallace Meyer, of the American Library Association, describes in *The Survey* for May 29 some of the successful attempts made to carry books to the places out of reach of public libraries by means of book wagons or trucks.

A notable example of this system is the Hibbing, Minn., library car, which visits the lumber and mining camps, farm houses, etc., in an entire township of 160 square miles once each week. This car is a two-ton motor set with windows and lined with shelves holding twelve hundred books; it also contains the librarian's desk and a long leather-covered seat for the patrons. Like most innovations, these traveling libraries are not always popular at first, but invariably, and in a short time, if the librarian in charge borrows some of the

methods of the traveling salesman, they make their way into the affections of the people, and in many cases have led to the establishment of a public library in a convenient center.

This is an opportunity for teachers to work in co-operation with the American Library Association in making adequate nation-wide library service an accomplished fact, and also incidentally finding an answer to the question so often asked, especially by normal school graduates, "How can I teach without access to a library?"

THE SYMBOLISM OF COLOR

The School Arts Magazine for June is wholly devoted to the consideration of color, both in itself as a medium of skill and expression in art, and as a source of interest and education for children. The leading article is "The Symbolism of Color" by H. T. Bailey, Director of the Cleveland School of Art. His exposition of the meaning of the colors used by the masters in every art in every nation as a sort of universal language expressing their abiding faith in the inevitable relation between outer and inner, the sign and the thing signified, is delightfully informing.

Other notable articles are: The Interests of Children of the Primary and Intermediate Grades in the Use of Color; Color as Business Symbols; Color Influence; Symbolism of Color in the Festival; Color and Costume; all illustrated with artistic designs, many in color.

THE LIFE THEY LIVE

In *The Educational Review* for June, R. W. Weeks discusses the spiritual upheaval now going on in the teaching profession because of the realization of the fact that by education alone can the gains of the war be secured, and gives some reasons why present conditions are not favorable to the development of the needed leadership among teachers. The writer hopes that a realization of these obstacles may help to remove them; and believes that a greater help is near in the movement to increase salaries to an extent which will admit of continued study, of travel, of wholesome recreation, of comparative freedom from "carking care" concerning ends that threaten not to meet; all of which must tend toward a vast increase in social respect, a richer personality and increased educative power.

OTHER NOTABLE ARTICLES

"William Dean Howells," by John Erskine, in *The Bookman,* June.

"Teaching Through the Use of Projects," by S. A. Courtis; and "Bibliography of the Project Method," by J. P. Herring, in the *Teachers College Record,* March.

"Remedial Work in Reading" Part I, by C. J. Anderson and Elda Merton, in *The Elementary School Journal,* May.

"Problems of Physical Education,' 'by David Snedden, in *School and Society,* May 22, 1920.

VIII

REVIEWS OF RECENT BOOKS OF INTEREST TO TEACHERS

THE PROBLEM OF THE NERVOUS CHILD, by Elida Evans. New York: Dodd, Mead & Co., 1920. 299 pages. ($2.50.)

To those interested in the training of the child probably no other book would make a stronger apeal than this. Very few books on education occupy themselves with the child's most intimate problems in such a thorough and interesting way. Very few give the reader insight into child nature as this one does.

The book is the result of years of study and actual experience with children and adults suffering from nervous disorders. While the treatment of nervous diseases by psycho-analysis is comparatively new and not understood perhaps by the average person, while this method of treatment contains much that is outside the realm of everyday thought, the presentation is made in a surprisingly simple and practical way. The author with few exceptions has avoided the use of technical terms and the terms which she does use are most carefully explained.

She says: "The purpose of this book is to aid those who, in the training or education of children, have arrived at the point where the child does not respond normally to their most earnest endeavors and the parent or teacher becomes slightly perplexed if not desperate."

More and more the physician of today realizes that the origin of nervousness in his patients is very rarely of recent date and must be cured by some other means than medicine, and that it traces back to the early impressions and developments made in childhood.

Hence Mrs. Evans lays much stress on the

mental attitude of parents and its influence on the child's psychological development.

The author characterizes psycho-analysis as "a cleansing process separating the wheat from the chaff. It teaches the necessity of truth, enabling a person to distinguish the good from the bad influences in his own life. It is educational in that it imparts a knowledge of logical reasoning, and much general information is usually imparted along the lines of history and literature. It means an analysis of the mind, that is, a separating and studying of the thoughts of an individual to discover the underlying motive, the existence of which is unknown to him, to trace them back to their origin by methods of association.

"The aims and methods of the psycho-analytic observer do not differ fundamentally from those of chemistry or physics, and just as in other sciences, the result of this procedure may be invalidated by careless observations by imperfect analysis and by rash generalizations. The psycho-analyst is interested in things as they are, as well as in things as they ought to be."

She uses the word "libido" to characterize the life force in the individual, and concerning this she says, "The libido is comparable to a moving force of nature, such as a current of a river which must flow on continuously. The libido never stops, as time never stops, and must flow on to an outlet (or until it is blocked).

"The child's life must similarly be led into a channel as the waters in irrigated land are controlled, so that they may produce something as they are absorbed by the growing plants. But the process of forming this channel is so slow that we cannot see its change from day to day. . . . . An obstruction will cause water to rise and overflow where it is not wanted. Just as an obstruction will dam a stream to overflowing, so the libido of the child or of the adult may be blocked by an obstruction and dammed till it overflows. This causes disorder in life's development brought about by the inability to fulfil all its requirements."

The chapters, The Tyrant Child,Teaching of Right and Wrong, and Self and Character are especially good.

The book contains many practical illustrations of mistakes that are being made every day through parents' ignorance of conditions. But the lack of knowledge which was perfectly excusable then is not now in the light of modern scientific study. The book shows the ways and means of treating the most intricate cases and gives the reader the basis for the understanding of psycho-analysis.

MARY LOUISE SEEGER

RURAL SCHOOL MANAGEMENT, by W. A. Wilkinson. New York: Silver, Burdett and Co. 1917. 420 pages.

This volume is one of a Teacher Training Series which aims to put modern educational thought into its most usable and simple form for teachers in training for service in our rural schools. That it has succeeded so well is due to the wealth of illustrative material between its covers, and to the use of summaries, bibliographies, and lists of definite and valuable problems with each chapter. It lends itself easily to the use of normal school classes in the different sections of the country and is also a practicable book for any teacher with very little training who wants definite guidance upon each and all of the problems of management. The village school teacher will find almost as much help as the rural school teacher. If there be any definite adverse criticism, it would seem to be that the question of educational aims is not kept so clearly before the reader as might be desirable.

W. J. G.

ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS, by R. L. Finney and A. L. Schafer. New York: Macmillan. 1920. 298 pages. ($1.60.)

In our enthusiasm to improve the much-neglected rural school situation, the school of the small village, which is neither urban nor typically rural, has been neglected. This book treats of the administrative problems of such a school, including special emphasis upon the principal's personal-official relations, the adaptation of the school to the child's needs, and the business side of the school.

Written in a very practical manner and in concrete language, the book is valuable also for the brief and critical reference lists at the ends of the individual chapters. In the words of one of these statements, it is undoubtedly the "best single book" for the principal of the small village school. Sample tests, records, and report blanks make it possible for the non-professionally trained principal or supervisor to overcome the handicap to a certain extent and to put into practise with safety many of the more modern principles of economy and efficient administration and supervision of the school.

W. J. G.

ELEMENTARY ECONOMICS, by Frank Tracy Carlton. New York: Macmillan. 1920. 212 pages. ($1.10.)

A brief and intelligible introduction to the study of economics and sociology. The author makes no attempt either to treat exhaustively the various economic theories of the past and present or to philosophize upon our economic beliefs. Such attempts would in fact mar the book and make it less valuable. There is an agreeable absence of technical terms and complicated statements of economic laws and tendencies.

Giving first a simple account of the industrial and social evolution of man, the author next discusses some of the fundamental con-

cepts. The bulk of the book, however, is devoted to a presentation of modern economic problems. Among the problems presented are money and banking, forms of business organization, railway transportation, municipal monopolies, the labor force, labor organizations, labor legislation, methods of paying for labor, agricultural economics, insurance, marketing, public expenditures and public debts, taxation, industrial unrest, and social and industrial betterment.

The material furnished in the text is not sufficient in itself for a full course of a year. Supplementary reading must be supplied, and at the end of each chapter there is a list of topics upon which this supplementary reading can be based. The text is well adapted to use in high school work. R. C. D.

POEMS BY A LITTLE GIRL, by Hilda Conkling. With a preface by Amy Lowell. New York. Frederick A. Stokes Co. 1920. 120 pages. ($1.50.)

Hilda Conkling is the nine-year-old daughter of Mrs. Grace Hazard Conkling, assistant professor of English at Smith College. She "tells" her poems to her mother, who writes them down. Hilda writes in natural cadences instead of regularly stressed meter, but her poems are nevertheless, in the words of Miss Lowell, of "the stuff and the essence of poetry." Containing poems "told" between the ages of four and eight, this collection offers to the teachers of children many illustrations of the imaginative spirit of childhood. There is too much native sense of beauty and proportion here, thinks Miss Lowell, to be entirely killed "even by the drying and freezing process which goes by the name of education."

A notion of Hilda's genius may be had from the little poem, "Dandelion":

O little soldier with the golden helmet,
What are you guarding on my lawn?
You with your green gun
And your yellow beard,
Why do you stand so stiff?
There is only the grass to fight!

C. T. L.

THE STORY OF MODERN PROGRESS, by Willis Mason West. New York: Allyn and Bacon. 1920. ($2.00.)

The author is well known and the book is well worthy of his reputation. One of the finest things to his credit is that, eighteen years ago, he saw and told the truth about Prussia. This volume, in the introduction, sketches the background of modern progress in the earlier periods of history, but the emphasis of treatment is put upon the last four hundred years. More than two hundred pages are devoted to the period since 1870. The World War is presented with enough detail to make it illuminating and interesting. J. W. W.

THE WAR AND THE NEW AGE, by Willis Mason West. New York: Allyn and Bacon. 1920. 111 pages. (60 cents.)

A brief survey of the World War, designed to keep bright in American high school boys and girls that "splendid fervor for freedom and democracy" aroused by the war. Includes interesting comment on the Peace Treaty and points to the League of Nations as the great accomplishment growing out of the war.

JOSE, by Valdes. Edited by Guy Everett Shaveley and Robert Calvin Ward. New York: Allyn & Bacon. 1920. 186 pages. (80 cents.)

The most popular story of Spain's best-known living novelist, with ten pages of questions and exercises and fifty-five pages of Spanish-English vocabulary appended.

IX

SCHOOL ACTIVITIES

Commencement

The appearance of the June issue of THE VIRGINIA TEACHER will find the eleventh session of the State Normal School at Harrisonburg ended, and the opening of the summer session at hand. Final week saw a larger number of friends and relatives of graduates in attendance upon the commencement exercises than has ever been the case before. Special efforts were made to look after their entertainment, and the week was therefore gay with receptions and meetings.

After rainy days Friday and Saturday, the Weather Man relented. Sunday was cool and the white-garbed student body marched to the baccalaureate service at the Harrisonburg Presbyterian Church without having to blink their eyes in the dazzling sunshine.

Monday night was ideal for the postponed senior play, "The Lost Pleiad," which was easily one of the most effective out-of-door entertainments ever presented here. Novel lighting effects and further improvement of the stage settings make the open-air auditorium an asset hard to appraise, and under the direction of James C. Johnston, "The Lost Pleiad' won many extravagant compliments.

Tuesday night Dr. William M. Davidson, Superintendent of Schools of Pittsburg,

made an address of unusual power and spiritual force at the commencement exercises.

The faculty received the friends and relatives of the graduates Monday afternoon in the library from 4 to 6 p. m., and Tuesday afternoon at the same hours gave a reception in the Y. W. social rooms in honor of the alumnae.

Class day exercises Tuesday morning at eleven o'clock included the reading of the class prophecy by Erma Tieche, an address by Raymond C. Dingledine, honorary member of the class, the reading of the class poem by Nella S. Roark, the last will and testament by Ellen Campbell, and the reading of a poem "The Foot of the Path" by May Williams. Announcement was made of the gift to the school of a handsome brass fire set for use in the library, and gifts were also made from the class to Mr. and Mrs. Dingledine, to Miss Edna Shaeffer, and to Mr. and Mrs. James C. Johnston.

Alumnae Banquet

At eleven o'clock Monday night, June 7, after the senior play had been presented, a long line of alumnae and graduates, faculty and faculty wives, entered the dining room of Harrison Hall. The alumnae banquet of 1920 was the largest ever held here, more than two hundred persons being present to enjoy the delightful repast prepared under the direction of Miss Mary Seebert, of the degree class of 1920, and served by the students of the junior home economics class.

The evening's enjoyment was enhanced by an excellent orchestra, and there was heard an occasional expression from some light-footed young lady who hated to hear such music "go to waste!"

President Duke served as toastmaster with much grace and much wit. Toasts and responses were made as follows: "The Alumnae Association," Dr. J. W. Wayland, response, Mrs. R. C. Dingledine; "The Class of 1915," Miss Rachel Gregg, response, Miss Maria Murphy, of Staunton; "The Degree Class of 1920," President Duke, response, Dorothy Spooner; "The Senior Class of 1920," Raymond C. Dingledine, response, Sarah L. Wilson; "The New Members of the Faculty," James C. Johnston, response, Conrad T. Logan; "The H. C. of L.," Dr. Henry A. Converse, response, Miss Elizabeth P. Cleveland.

The hour of two was past when, full of the "Harrisonburg spirit," the banqueters clasped hands in one great circle about the boards, and sang "Auld Lang Syne."

Reunion of the Class of 1915

Miss Rachel E. Gregg, now of the State Department of Education, but formerly a member of the faculty of the Harrisonburg State Normal School, gave in the Y. W. rooms in Harrison Hall a tea to the members of the Class of 1915, twenty-one in number, who were present for their class reunion. Miss Gregg is the honorary member of the class, and her love for her girls was such that she was unwilling to be absent from their reunion. Those who represented this class are listed elsewhere in this issue of THE VIRGINIA TEACHER.

Senior Essay Prize Award

Clare Harnsberger, home economics senior of the class of 1920, was the recipient of the Dingledine prize for the best senior essay out of a class of eighty-three. Miss Harnsberger's subject was "Sonnets, and Especially Sonnet-forms." Honorable mention was made of the essays submitted by Penelope C. Morgan, Nella S. Roark, Catharine Harrison, Thelma Miller, Margaret Seebert, and Helen Heyl.

Reception at Hill Crest

President and Mrs. Duke entertained the members of the degree class and the senior class the evening of Thursday, June 3, from nine to eleven o'clock. In the receiving line were President and Mrs. Duke, Mr. and Mrs. Dingledine, and the presidents of the two classes, Dorothy Spooner and Sarah Wilson. President Duke is honorary member of the degree class, and Mr. Dingledine is honorary member of the senior class.

Fashion Show

A unique exhibit of dresses recently made by students in the sewing classees was shown in the auditorium the evening of June 2. Students displayed their own handiwork, announcing the materials from which each dress was made, and the total cost of the materials. There were some rather elabo-

rate evening dresses, but even these had been made at a cost not exceeding twenty dollars.

A pleasing feature was the large number of simple dresses shown. About fifty juniors wore cool, fresh linens and sensible ginghams. But the climax was the two voile commencement dresses, very attractively embroidered in wool, each costing $3.29!

Exhibits

The cooking, sewing, and manual arts exhibits were especially attractive and interesting. The sewing rooms were decorated with many beautiful and inexpensive costumes showing what one can do to overcome the high cost of dressing, and the manual arts room held many useful articles of furniture and other things which help to make a house a home.

The cooking exhibit was especially instructive, for it helped to solve the problem of the school lunch. It showed the duty of the school and its patrons in seeing that the children have the proper nourishment, and the advantages of a hot lunch prepared at school over the cold lunch brought from home.

Her Annual Appearance

She has come at last! Who? Why, the Schoolma'am, of course! Who else is it that we would send a reception committee consisting of Miss Cleveland, Gertrude, Elise, Marion, and Hazel Davis, all the way to Staunton in the pouring rain to meet? Oh, there isn't much we wouldn't do for the Schoolma'am! She is the great lady of the campus, and she has proved herself quite worth all the trouble she has caused. Never was there another as clever, as witty, as beautiful, and as altogether charming as our Schoolma'am!

And the book itself is so handsome that we know we are not bragging when we say these nice things.

Racquets Win

The annual commencement tournament of the Racquet and Pinquet Tennis Clubs was postponed until Monday at 8:30 a. m., rain having prevented the contest Saturday. A victory for the Pinquets would have given them their third successive triumph, and with it a silver cup. This fact proved an unusual stimulus to Merla Matthews and Margaret McDonald, Racquets, who won handily over Elizabeth Mott and Harriet James, Pinquets. The sets were 6-2 and 6-4.

Field Day

Field day was another of the evidences of good work and good athletics at H. N. S. The day was the result of a project of Mrs. Johnston's in having her class of high school seniors plan the events, mark off the field and provide a system of scoring. The seniors, juniors, and sophomores took part. Final scores were as follows: juniors, 174 points; sophomores, 116 points; seniors, 99 points.

The first event, hop, step and jump was won by the sophomores with Hattie Deatherage in the lead making 27 ft. 1 inch.

Bertha Wilson won first place for the juniors in the basket ball throwing for distance with a throw of 67 feet. The juniors also won first place in the three-legged race with Mott and Coleman in the lead, and in the high jump with Agnes Christian clearing 4 feet, 3 inches.

In the sprinting first place went to Mary Davidson, second to Rita McGaha, third place to Nella Roark. June Steele won the basket ball throwing for goals, putting 26 in in a minute. The sophomores won the volley ball game over the juniors and seniors.

Mr. Duke and Dr. Converse were the judges. Nella Roark and Clara Lambert scored.

Y. W. C. A. Services

The Y. W. C. A. has been giving some very interesting programs lately. Thursday, May 27, the seniors had charge of the program. Louise Harwell was leader. Miss Anthony made a very interesting and helpful talk on *The Importance of Play in the Social Service Program.* The senior class gave a clever little sketch, a protest against borrowing, entitled *Neither a Borrower nor a Lender Be.*

Thursday, May 3, the degree class had charge of the last service of the session. Dorothy Spooner was leader. Joe Warren, Carrie Bishop, and Nell Critzer, taking as their themes Faith, Hope, and Love, respectively, left with us messages that we will not soon forget, messages that quickened the inspiration

which association with the girls themselves has brought.

Commencement Speakers

Members of the faculty of the Harrisonburg Normal School have continued in demand as commencement speakers during the past month. Dr. Henry A. Converse delivered an address at the closing of the Mt. Clinton High School; on the evening of May 21 President Duke spoke at Strasburg, Dr. W. J. Gifford at Edinburg, and Raymond C. Dingledine at McDowell, Highland county. President Duke made the address at the closing of the Bristol High School May 25, of the Dayton High School May 27, and of the Woodstock High School May 28. The evening of June 1 Raymond C. Dingledine was in the western part of the state, speaking at the commencement of the Eagle Rock High School, Botetourt county; Dr. W. J. Gifford was in southeastern Virginia at the commencement of the Jarratt High School, Sussex county; and Conrad T. Logan was in the northern end of the state making the commencement address at the Boyce Agricultural High School, Clarke county.

This opportunity to send its faculty all over the state spreading the gospel of teacher-training and compulsory education and service and the like is one that the State Normal School at Harrisonburg welcomes.

June Steele Honored

June Steele, of Harrisonburg, a junior was elected president of the Athletic Association for the year 1920-21. Miss Steele's athletic record is an unusual one, as she has been captain not only of the renowned junior basketball team that won the series of 1919-20, but also of the Harrisonburg High School team, 1918-19.

Music

The downpour of rain Friday made necessary the postponement of the senior open-air play; in consequence the last of the musicales arranged by the music department for final week was advanced to June 4.

What a treat that final recital was! The Glee Club was at its best,and the instrumental music was of the highest order. Miss Shaeffer and Miss Hoffman may well take pride in the skill and training evident behind the playing of the students on this final program, and the school may feel just as much pride in the rare ability of Elkanah Powell.

As a specimen of the high quality of work done in the music department, witness the following program:

Ballade Op. 47 No. 3 ---------- *Chopin*
Frances Stell

Whims ---------- *Schumann*
Maisie Morgan

Valse Brillante ---------- *Moskowski*
Mary Dunn

A Gypsy Maiden, I ---------- *Parker*
Miriam Jones

Sprites of the Glen ---------- *Denee*
To a Water-lily ---------- *MacDowell*
Scotch Poem ---------- *MacDowell*
Elkanah Powell

Tarantella ---------- *Pieczonka*
Butterfly ---------- *Grieg*
Rosa Heidelberg

Love Dreams, Notturno No. 1 ---------- *Liszt*
Papillons ---------- *Olsen*
Christina Hughes

Scherzo Op. 41 ---------- *Chopin*
Grace Fisher

Voices in Dreamland ---- *Dr. John W. Wayland*

A Midsummer Night — *Bliss*
- Stars and Fireflies ----
- Silence of Night -------
- Spirit of Danger -------
- Shadow Dance ---------
- Spirit of Storm and Storm-Fiends --------
- Song of Raindrops -----
- Sleep Song of Raindrops
- Birds at Dawn ----------
- Song of Sunbeams and Birds ----------

Glee Club

Stratfords Go to Lexington

On May 14, the Stratford Dramatic Club presented "The Eastern Gate" at the New Theatre in Lexington, Va. Mr. Johnston met the girls at the station in Lexington on Friday, with the announcement that "everything is going fine; all seats sold." The girls were then hurried to the hotel and after supper hastened with all their oriental trappings to the theatre.

The curtain arose at 8:30 o'clock and the players beheld a packed audience. Everyone did her best and acted as if she had been used to—well, to halls and halls of men! The audience was very appreciative and everything went along well until the heroine brought in something about a W. & L. man and later about a V. M. I. man.

Then, gentle reader, the foundations of the building shook and the players stopped playing until the applauders ceased applauding.

If you have talked to any of the members of the club, of course you know about the "marvelous time" they had after the play. Some of the troupe came home Saturday, but others remained over until the last minute possible.

Graduating Classes, 1919-1920

PROFESSIONAL COURSES

Nancy Capitola Baker, Norfolk.
Margaret Elizabeth Bear, Churchville, Augusta County.
Linda Sparks Berrey, (December, 1919), Criglersville, Madison County.
Tita Mae Bland, Roanoke.
Sallie Hopkins Blosser, Dayton, Rockingham County.
Gertrude Kathryn Bowler, Lynchburg.
Allie May Brindel, Roanoke.
Helen Frances Browder, Danville.
Margaret Virginia Carpenter, Harrisonburg.
Mary Mozelle Carper, Boyce, Clarke County.
Ethel Adelia Channing, Fentress, Norfolk County.
Annie May Davis, Shenandoah, Page County.
Lelouise Edwards, Norfolk.
Mary McKann Folliard, Norfolk.
Iris Fay Glasscok, Buffalo Lithia Springs, Mecklenburg County.
Alice Virginia Good, Dayton, Rockingham County.
Effie Myrtle Goode, (July, 1919), Mosley's Junction, Powhatan County.
Goldie Elizabeth Hammer, Harrisonburg.
Sadie Katherine Harper, Mt. Clinton, Rockingham County.
Catherine Harrison, Harrisonburg.
Eva Louise Harwell, Norfolk.
Mary Virginia Haskins, South Boston, Halifax County.
Hazel Haun, Woodstock, Shenandoah County.
Daisy Lee Hentone, Keezletown, Rockingham County.
Helen Hay Heyl, Charlottesville.
Delsie Mae Hitt, Novum, Madison County.
Bessie Pauline Johnson, Clifton Forge.
Clara Frances Lambert, McGaheysville, Rockingham County.
Ethel Prince Lanier, Dinwiddie County.
Mrs. William G. LeHew, Harrisonburg.
Mary Louis McCaleb, Iron Gate, Alleghany County.
Olive Mizpah Magruder, Woodstock, Shenandoah County.
Mary Thelma Miller, Roseland, Nelson County.
Marion Belt Nesbitt, South Boston, Halifax County.
Margaret Griffin Norfleet, Norfolk.
Clara Elizabeth O'Neal, Woodstock, Shenandoah County.
Mary Catherine O'Neal, Woodstock, Shenandoah County.
Katherine Frances Bacon Pettus, Jeffress, Mecklenburg County.
Katherine Mozelle Powell, Beaver Dam, Hanover County.
Violette Hope Rainey, (August, 1919), Dinwiddie County.
Mabel Rawls, (February,1920), Holland, Nansemond County.
Ella Moore Reeves, Bridgewater, Rockingham County.
Nella Shepard Roark, Alta Vista, Campbell County.
Ruth Somerville Royston, Lexington, Rockbridge County.
Edna Roberson Scribner, Earlysville, Albemarle County.
Margaret Strain Seebert, Lexington, Rockbridge County.
Esther Louise Shumadine, Norfolk.
Clarice Browne Smith, Drewryville, Southampton County.
Betty Guy Somerville, West Augusta, Augusta County.
Mary Frances Stell, Norfolk.
Sarah Margaret Stone, Bedford, Bedford County.
Louise Watkins Walker, South Boston, Halifax County.
Chloe Eliza Wells, (August, 1919), Champ, Dinwiddie County.
Maud Lucille Whitsell, (August, 1919),Dunkirk, Maryland.
May Williams, Stony Creek, Sussex County.
Charlotte Yancey, Harrisonburg.
Elizabeth Stuart Yancey, Dayton, Rockingham County.

HOME ECONOMICS COURSE

Marion Arthur, Lawyers, Campbell County.
Mary Edna Bonney, London Bridge, Princess Anne County.
Elizabeth Weston Bowden, South Hill, Mecklenburg County.
Ruth Elizabeth Brown, Lincoln, Loudoun County.
Ellen Campbell, Blacksburg, Montgomery County.
Cecile Munsey Chapman, Norton, Wise County.
Elizabeth Margaret Ewing, Harrisonburg.
Dorothy Hinds Fosque, Wachapreague, Accomac County.
Mary Sue Grove, (August, 1919), Fishersville, Augusta County.
Margaret Clare Harnsberger, Port Republic, Rockingham County.
Lillian Carter Hatcher, Chester, Chesterfield County.
Rosa Payne Heidelberg, Rustburg, Campbell County.
Emma Greene Hupp, South Boston, Halifax County.
Miriam Elenor Jones, Norfolk.
Besse Gladys Lay, Coeburn, Wise County.

Mary Elizabeth McGehee, Keysville, Charlotte County.
Marion McMaster Marshall, Chincoteague, Accomac County.
Penelope Campbell Morgan, Danville.
Elizabeth Carroll Murphy, (December, 1919), Staunton.
Mary Judkins Phillips, Bedford, Bedford County.
Margaret Friend Proctor, Drakes Branch, Charlotte County.
Edith Irene Sagle, Harpers Ferry, West Virginia.
Marion Stith Thomas, Sutherland, Dinwiddie County.
Erma Marie Tieche, Coeburn, Wise County.
Annie Tomko, Disputanta, Prince George County.
Sarah Lovicy Wilson, Virginia Beach, Princess Anne County.

COURSES LEADING TO THE BACHELOR OF SCIENCE DEGREE

Elementary Teaching and Supervision

Carrie Elizabeth Bishop, Proffit, Albemarle County.
Francois Grace Fisher, Roanoke.
Pauline Miley, Fairfield, Rockbridge County.
Dorothy Weaver Williams, Newport News.

High School Teaching and Administration

Nellie Martin Critzer, Afton, Albemarle County.
Joe Beam Warren, Shiloh , King George County.

Home Economics

Anna Rachel Allen, Stephenson, Frederick County.
Mary Spottswood Glassett, Blacksburg, Montgomery County.
Pauline Elizabeth Layman, Troutville, Botetourt County.
Merla Glenn Matthews, Clarendon, Alexandria County.
Mary Hall Nash, (August, 1919), New Glasgow, Amherst County.
Mary McKee Seebert, Lexington, Rockbridge County.
Dorothy McKinley Spooner, Farmville, Prince Edward County.

Senior Essays for 1919-20

Better Rural Schools for a Better Virginia. Grace Anderson.
History of Preservation of Foods. Marion Arthur.
Norfolk's Part in the War. Nancy Capitola Baker.
Roanoke, The Magic City. Allie Mae Brindel.
A Live City of Virginia. Helen Frances Browder.
The Work of the Y. W. C. A. As Seen in Our School. Margaret Elizabeth Bear.
Professional Improvement in Service. Linda Sparks Berrey.
Music in Public Schools. Tita Mae Bland.
The Junior High School. Sallie Hopkins Blosser.
Plant Life in Scottish Song and Story. Gertrude Kathryn Bowler.
Our Modern American Novels and Novelists. Mary Edna Bonney.
Home and School Gardens. Elizabeth Weston Bowden.
The Great Destroyer. Ruth Elizabeth Brown.
A History of Rockingham County. Margaret Virginia Carpenter.
History of Norfolk County. Ethel Adelia Channing.
Winchester, Virginia—Its History and Traditions. Mary Mozelle Carper.
A Sketch of the Growth of the Family. Ellen Campbell.
On the Surface and Under the Surface of Wise County. Cecile Munsey Chapman.
The Use and Value of Concrete Materials in the Primary School. Annie May Davis.
Woman and the Young Women's Christian Association. Lelouise Edwards.
One Way to Produce Better Corn. Elizabeth Margaret Ewing.
Norfolk of Today. Mary McKann Folliard.
The Early History of the "Land of Evergreens." Dorothy Hines Fosque.
The Values of Latin. Alice Virginia Good.
Solving the Problems of the One-Room School in Mecklenburg County. Iris Fay Glasscok.
A History of Harrisonburg. Goldie Elizabeth Hammer.
Some Definite Needs of Rural Life in Virginia. Daisy Lee Hentone.
Along Highways and Byways. Catherine Harrison.
Stories and Story Telling in the Primary Grades. Eva Louise Harwell.
Historic Williamsburg. Delsie Mae Hitt.
Some Facts in Wheat Production. Sadie Katherine Harper.
Some Interesting Facts About My County. Mary Virginia Haskins.
Virginia Roads: Development and Present Outlook. Hazel Haun.
Sonnets, and Especially Sonnet Forms. Clare Harnsberger.
The Development of Chesterfield County. Lillian Carter Hatcher.
The Advance of American Music. Rosa Payne Heidelberg.
Corn and Corn Products as Food. Emma Greene Hupp.
The Reorganization of Rivanna District Schools —Albemarle County. Helen Hay Heyl.
The New Industrial Girl. Bessie Pauline Johnson.
Norfolk in War Times. Miriam Elenor Jones.
Americanization through Education. Harriet Elizabeth Kelly.
A Survey of Dinwiddie County. Ethel Prince Lanier.
Famous Women of the South. Clara Frances Lambert.
Better Speech Week. Besse Gladys Lay.
Games and Their Value in Primary Grades. Olive Mizpah Magruder.

The Influence of Magazines on Literature. Mary Louise McCaleb.
Eradicating Illiteracy in the United States. Mary Thelma Miller.
Wordsworth As a Nature Poet. Mary Eliza- McGehee.
A Unique Island in Virginia. Marion Mc- Master Marshall.
Modern English Poetry. Penelope C. Morgan.
The Need of Physical Education in the Public Schools of Virginia. Marion Belt Nesbitt.
The Value of Music in Our Schools. Margaret Griffin Norfleet.
History of Powell's Fort. Clara Elizabeth O'Neal.
The American-Irish: A Factor in National Ireland. Mary Catherine O'Neal.
The Brownings and the Tennysons: Their Love Histories. Katherine Frances Bacon Pettus.
Physical Education in the Junior High School. Katherine Mozelle Powell.
The Growth of the Ballad. Mary Judkins Phillips.
The Goals and Ideals of the Normal School. Margaret Friend Proctor.
Poultry Raising on the Farm. Jean Maxwell Quisenberry.
Sketch of Mossy Creek and Vicinity. Ella Moore Reeves.
Modern American Poetry: A Review of Its Tendencies and Characteristics and Certain Outstanding Poets. Nella Shepard Roark.
Clarke County, Virginia: A Literary Field, Its Needs and Possibilities. Ruth Somerville Royston.
The Many Opportunities Afforded by Loudoun County. Edith Irene Sagle.
The American Legion. Edna Roberson Scribner.
The Wild Flowers of Rockbridge County. Margaret Strain Seebert.
The Kindergartens of Today. Esther Louise Shumadine.
A Sketch of Southampton County. Clarice Browne Smith.
Superstitions of Virginia. Ruby Rebecca Smith.
Some Needs and Problems of Rural Supervision in Virginia. Betty Guy Somerville.
Pilots in Life and Literature. Mary Frances Stell.
Historical Outlook on Bedford. Sarah Margaret Stone.
Agricultural Virginia and Its Greatest Phase As It Applies to Farmers. Marion Stith Thomas.
MacDowell: The Music Maker and the Man. Erma Marie Tieche.
The Czecho-Slovak Element in Virginia. Annie Tomko.
The Chorus in Greek Tragedy. Louise Watkins Walker.
Service. May Williams.
Reflections from the Landscape Mirror. Sarah Lovicy Wilson.
War, The Master Teacher. Charlotte Yancey.
Harrisonburg State Normal School. Elizabeth Stuart Yancey.

X

AMONG THE ALUMNAE

One of the pleasant features of this season of the year is opening mail from the old students. The graduates are specially requested each year to fill out a questionnaire giving information about themselves of such sort as will enable the school to keep in touch with them and help them to better positions, if possible and if desired. Similar information from any old student, graduate or non-graduate, is welcomed. Alma Mater is anxious to keep in touch with all and to be of service to all.

It is these reports that come at the end of the session that tell us where the girls are, what they are doing, whether they expect to work at the same place next year, and whether they are coming to commencement. Now and then one fills out the blank and forgets to sign her name, or writes down her married name without giving her maiden name. Then the committee has to collect the back numbers of the *Schoolma'am,* seize upon files of the *Normal Bulletin,* and look through the earlier numbers of the VIRGINIA TEACHER, it may be, to be certain who's who. Of course, we know most of our girls by all their names, nicknames too; but now and then one has gotten married without telling us, or was married a few years ago, and we have for the moment forgotten something. Even the professor of history who is sometimes accused of being a shark on names and dates, has to admit that he doesn't know. And if the records are defective in the particular case, the committee has to blockade the lobby, stop every person who comes in, and demand: "Whom did Minnie Diedrich marry?" or "Who lives in Norfolk?"

Speaking of Minnie Diedrich, she was a member of the first class. Take this in any sense you please. She helped to start the *Schoolma'am* upon her wise and witty way. And she is now Mrs. James N. England, of Cartersville, Virginia. We are mad with her because she didn't say she is coming to

commencement. She told us both of her names, however, so we have no quarrel with her on that score.

Helen Acton is teaching sewing in the grammar grades of the Portsmouth city schools. She is getting a fair salary now and is going back next year at an increase of $35 a month.

Mrs. Wm. A. Anson, who was Vera Seay, is still teaching in Roanoke. She has credits from Columbia as well as from Harrisonburg, and she is one of those who are making the Harrisonburg Club go in the city of Big Lick. A succession of "big licks" have made Roanoke one of the livest cities in this country.

Mary L. Lyle writes from Galloway College, Arkansas, where she has been teaching for several sessions. She has charge of the home economics work in that institution and is expecting to return to the same position next year.

Mrs. W. R. Winder, who was Margaret Fox, lives in Elizabeth City, N. C. She was a good teacher and liked her work, but now she says, "Never again!" She has a warm place in her heart for Blue-Stone Hill. This is one reason we like her.

Who remembers Elizabeth Greaves? Nearly everybody. She was president of her class and a wholesome force generally in the school. She is now Mrs. Cecil W. Page and lives at Coke, Gloucester County.

Margaret Omohundro, who got married without letting us know the gentleman's name in time for the May TEACHER, is now Mrs. B. W. Wyche, Jr., The wedding occured on May 5, and the new home is at Emporia, Virginia.

Alice Gilliam asks to have her VIRGINIA TEACHER sent to Pamplin, Virginia, until further notice. She has been teaching in or near Richmond. Her own school closing keeps her from commencement.

M'Ledge Moffett is still teaching at East Radford, in the State Normal School. She wants to be considered always a member of "Aluminum" Association, as colored Willie once christened it. She is now working on her Master's degree at Columbia and she already has vision (and first steps) toward a Ph. D. She has the real teacher's spirit.

Bessie Lockstampfer, who made a great success at Strasburg as a primary teacher, is now Mrs. Mackall B. Keller, at the same place. She was married last November.

Tacy Shamburg's address is Mathias, West Virginia, and her married name is Mrs. R. M. Fansler. She reads the VIRGINIA TEACHER eagerly, and is going to make a donation to the school museum. She is planning to come to commencement.

Mrs. Frank McCormick, who was Blanche Lowman, writes from Java, in Pittsylvania County. Her home is not far from the place where Andrew Jackson once lived. She says "I often think of the dear old Normal." She has a sister who may come to Harrisonburg.

Louise McCormick, who is now Mrs. W. P. Johnson, is a sister-in-law, and also lives near Java. She and Mrs. McCormick often talk of the days they spent at Harrisonburg. We have the latter's word for it. She says further:

"I'm sure Nancy Hufford Furrow will be interested in seeing the Jackson place. I hope to have her visit me in the near future. She certainly writes interesting letters from Hawaii."

Mrs. McCormick was married June 18, 1919.

Bessie Parrish of Roseland is a progressive teacher, as her work here and at the Univerity of Virginia proves. We hope that she may come to us again.

Margaret Kinnear is making her mark now at Randolph-Macon Woman's College, Lynchburg. We are safe, even there, in the hands of such girls as Margaret, Mary Wallace Buck, and Mary Scott.

One of the girls who has more than once graced our commencement season is Kathleen Harless of Christiansburg. But we fear that she will slight us this year. She is too busy preparing for her marriage, on June 12, to Mr. James A. Beasley. But she does think of us, anyhow.

NEW OFFICERS OF ALUMNAE ASSOCIATION

At the business meeting of the Alumnae Association of the Harrisonburg State Normal School, held at ten o'clock Monday morning, President S. P. Duke made a talk in which he recounted the accomplishments of the school during the first year of his administration and the eleventh session of the school. He spoke of the high professional attainments

and superior training of the 1919-20 faculty, paid tribute to THE VIRGINIA TEACHER and forecast for it a large field of usefulness and service to the public school system of Virginia, and gave assurances that it is always the desire of the Harrisonburg Normal School to give its best to the teachers and schools of the state, prophesying a further development of the extension service of the school next year.

The usual election was held to fill expired terms of officers, and the officers for the ensuing twelve months are:

Reba L. Beard—president.

Frieda Johnson—vice-president.

Mary V. Yancey—corresponding secretary.

Edna Dechert—recording secretary.

Mary Bosserman—treasurer.

Frances Kemper—member of executive board (until 1921).

Florence Keezell—member of executive board (until 1922).

ALUMNAE REUNION, JUNE 4-8, 1920

Class of 1911: Kathleen Harnsberger, Grottoes; Vergilia Sadler, Scottsville.

Class of 1913: Frances Mackey, Riverside.

Class of 1914: Anna Allen, Florence Allen, Stephenson; Josephine Bradshaw, McDowell; Mary Wallace Buck, Norfolk; Florence Keezell, Keezletown; Bess Turner, Salem.

Class of 1915: Althea Adams, Charlottesville; Mary Bosserman, Harrisonburg; Ruth Brown, Broadway; Frances Cole, Chester; Agnes Stribling Dingledine, Harrisonburg; Tacy Shamburg Fansler, Mathias, West Va.; Mabel Hickman, Columbia Johnson, Frieda Johnson, Lovettsville; Laura Lee Jones, Doe Hill; Margaret Kinnear, Lexington; Edith Lacy, Scottsburg; Audrey Lauck, Shenandoah; Susie Maloy, McDowell; Sara Monroe, Unison; Maria Murphy,Staunton; Hazel Oldaker, Lynchburg; Bessie Swartz, Mt. Jackson; Elizabeth Tardy, Lexington; Joe Warren, Shiloh; Virginia Wheatley, Washington, D. C.

Class of 1916: Edna Dechert, Delucia Fletcher, Harrisonburg; Rosa Tinder, Norton; Otelia Wachsman, Petersburg; Ruth Witt, Roanoke.

Class of 1917: Ada Lee Berrey, Crigglersville; Dickie Bowman, Woodstock; Mary Glassett, Blacksburg; Elizabeth Lam, Lexington; Ruth Marshall, Callands; Frances Rolston, Pulaski; Stella Thompson, Purcellville; Helen Ward, Centralia; Lois Yancey, Mary V. Yancey, Harrisonburg.

Class of 1918: Gretchen Bell, Bedford; Carrie Bishop, Proffit; Madge Bryan, Charlottesville; Nell Critzer, Afton; Grace Fisher, Roanoke; Grace Gaw, Charlottesville; Willie Guthrie, Danville; Mary Jones,Basic; Ella May Lane, Broadway; Pauline Layman, Troutville; Pauline Miley, Fairfield; Gertrude Pierce, Ore Bank; Mary Seebert, Lexington; Dorothy Spooner, Farmville; Marguerite Whitney, Passadena, Cal.; Dorothy Williams, Newport News; Laura Henley Willis, Harrisonburg.

Class of 1919: Minnie Bowman, Harrisonburg; Ruby Brill, Mt. Jackson; Ruth Calhoun, Fishersville; Pauline Callender, Rockingham; Katherine Cannon, Norfolk; Margaret Coleman, Nelly's Ford; Hazel Davis, Burke; Ruth Deahl, Alexandria; Mary Ferguson, Clifton Station; Gaylord Gibson, Delaplane; Helen Hopkins, McGahesysville; Frances Kemper, Lynnwood; Dorothy Lacy,Scottsburg; Merla Matthews, Riverdale; Roberta Lee Moore, Crisfield, Md.; Elizabeth Murphy, Staunton; Jean Nicol, Rockville, Md., Ethel Parrott, Stanardsville; Pearle Potter, Lexington; Loudelle Potts, Round Hill; Margaret Prufer, Staunton; Lena Reed, Penn Laird; Sara Roller, Harrisonburg; Rose Lee Simpsan, Purcellville; Mary Thrasher, Fairfax; Elizabeth Yancey, Harrisonburg.

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"C. T. L." is Conrad T. Logan, instructor in English at Harrisonburg.

"M. I. B." is Mary I. Bell, the school librarian.